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ABSTRACT

This publication contains descriptions of thirty-six successful projects developed in twenty states to identify, overcome, and eliminate sex bias and other discriminatory practices in vocational education. Projects include ongoing programs, policies, and procedures and strategies, such as learning modules, models, surveys, and sourcebooks. The projects, presented alphabetically by state, are described in the following manner: title, location, purpose, target group, change strategy, project summary, results, and comments. Representative projects include (1) Career Decision Making Guide for Adult Basic Education Teachers (Alabama), (2) Clinics for Administrators of Women in Occupational Education (Arizona), (3) Sex Equity and Vocational Education (California), (4) Displaced Homemaker Resource Center (Florida), (5) Elimination of Sex Discrimination in Home Economics Curriculum (Florida), (6) Assessment and Planning Guide For Eliminating Sex Bias and Role Stereotyping in Vocational Education (Georgia), (7) Sourcebook For Equal Goals in Occupations (Hawaii), (8) Expanding Nontraditional Opportunities in Vocational Education (Maryland), (9) Research to Eliminate Vocational Education Role Stereotyping Effectively (Project REVERSE, Michigan), (10) Expanding Adolescent Role Expectations (New York), (11) Training of Child Care Providers to Use a Nonsexist Approach to Child Development (Texas), and (12) Policies of the State Board for Vocational Education with Respect to Sex Bias and Sex Stereotyping (Virginia). (YLB)

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Review of Successful
Equity Programs

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The Implementation of Change: Implications for Policies
and Procedures Relating to Sex Bias and Discrimination
in Vocational Education, Part II

Introduction

The primary purpose of this project was to describe the dynamics of change: how it occurs, what variables should be considered, and how it may be facilitated. Part I of this project is an extensive review of the literature on attitude change in the fields of psychology, sociology, and education. Part II is a description of successful programs, policies, procedures, and strategies developed by other states and agencies to identify, overcome and eliminate sex bias and other discriminatory practices in vocational education. Part II consists of a list of recommendations for the facilitation and acceptance of change with special attention to change in the areas of personnel policies, counseling practices, and student contact areas.

Specifically, the objectives for Part II are as follows:

1. To determine and document the efforts of various states and agencies in designing projects addressing attitude change, emphasizing projects from the Southeastern region,
2. To evaluate the effectiveness of the implementation of these policies and procedures, and,
3. To identify the variety of ways in which these policies and procedures were communicated to the target groups.

To meet these objectives, over thirty projects were reviewed. The majority of these projects are ongoing programs. The other projects

included (e.g. learning modules, models, surveys, sourcebooks, reports) were reviewed because of their unique contribution to the field of sex equity. Less than half of these projects are located in the Southeastern United States. Even though all eight states in the Southeastern region were surveyed, only a few excellent programs were identified.

The review of projects constitutes the first section of Part II. The projects, presented alphabetically by state, are described in the following manner: title, location, purpose, target group, change strategy, project summary, results, and comments.

In searching for excellent programs, many projects were reviewed. Several of these projects are valuable resources for individuals concerned with sex equity. To make these resources available, an additional product was added. Product 3: Resources for the Implementation of Equity Programs.

The first is an annotated bibliography for Part II of this project. These materials are divided to address the elements of the change process identified above. In addition, a section on vocational education resources and a section on general resources are included.

The second is an abstract bibliography of ERIC documents addressing sex equity and the change process. The following have been identified as key elements in the change process: needs assessments, both immediate and long term change, networking, linkages, and evaluations. Each of these elements are addressed in several of the abstracted documents.

Title: Career Decision Making Guide for Adult Basic Education Teachers

Location: Huntsville, Alabama

Purpose: The purpose of this project was to perfect a career decision-making model for use by an adult basic education teacher to help the disadvantaged upgrade themselves educationally and to make a realistic career decision. Once the adult has selected a career goal, the model helps determine career strategies.

Target Group: Teachers in the adult education program

Change Strategy: The change strategy employed was counseling and assisting the teachers in counseling the unemployed and underemployed adult who is enrolled in the adult education program.

Project Summary: The project involved the development of the career decision-making model.

Results: No results were reported.

Comments: The vocational counseling of adults, especially disadvantaged adults, requires different approaches than the counseling used with students who have usually had no work experience. The material developed in this project is useful for vocational counseling in other adult educational programs.

Title: Educational Equity Model

Location: Montgomery, Alabama (participating states--Mississippi, Louisiana and Alabama)

Purpose: The purpose of this project was to design a model which was developed in response to the need to provide State Education Agencies (SEA's) with more information and with more alternative approaches to the provision of a balanced experience for students. Specifically, the objectives of this project were as follows:

1. To disseminate information concerning the past, present and potential future contributions of women in society to the SEA participants from the three states,
2. To conduct conferences at which state agency participants can discuss opportunities which exist in the development of curricula so that equal access to information for individuals of both sexes and minority groups can be provided,
3. To conduct sessions during conferences at which SEA participants can discuss opportunities which exist in the use of non-sexist textbooks, in the provision of special programs for women students and in the development of special counseling for women students,
4. To assist state agency personnel in the identification of other areas that may have relevance to the study of women in which research should be conducted,
5. To develop a model which depicts the steps necessary in

identifying women's educational opportunities and,

6. To disseminate all reports and information about the model to participating states, and the U.S. Office of Education.

Target Group: State Education Agencies

Change Strategy: This model is based on the assumption that a thorough self-study, both extensive and intensive, must be completed before other activities are initiated. In other words, the strategy of change in this project is the extensive evaluation of structures and practices within the administrative plan for achieving educational equity. In addition, this model provides guidelines for SEA's providing suggestions to LEA's. Again, these guidelines include suggestions for a thorough self-study. This project is based on the rationale that SEA's should assume portions of leadership in the development of programs to enhance opportunities for women in public education. This rationale results from the management principle that lasting change can only be brought about through top management interest and involvement.

Project Summary: This model is an attempt to assist SEA's to serve as models for local education agencies (LEA's) and help them in identifying and in coping with various issues which arise. This model is intended to assist SEA's throughout the nation in providing leadership in the area of educational equity. The model is utopian in design and should be used by SEA personnel as a guide in developing activities which are

considered essential in assuring educational equity for all. The model is divided into two sections: the SEA and its Internal Activities, the SEA and its Relationship to the LEA. The areas suggested for self study by the SEA's include 1) Employment practices, 2) Policies and Procedures, 3) Publications. The areas of self-study which are suggested to the LEA's are the follow: 1) Curriculum Development Process and Course Offerings, 2) Course Materials, 3) Pedagogical Practices, 4) Co/Extra Curricular Activities, 5) Guidance and Counseling Activities, 6) Policies and Procedures, 7) Employment and Practices, and 8) Publications.

This project tests the assumption that the SEA's can supply the impetus to programming and the development of activities to eliminate the inequalities due to the sex of students.

Results: No formal results were presented.

Comments: This project is not specifically concerned with the issue of motivating women and men to explore a variety of fields regardless of their traditional orientation but discusses the assumption that SEA's can provide the framework and motivation for the programming and development of activities to obtain sex equity.

It has been noted that a project may be initiated by various sources (i.e., parents, teachers, or community groups), the administrators usually being the ones who then have to be convinced of the need of such a project. In this program this technique is reversed; the administrators are involved with the initiation process. The results of this project should be valuable to the area of sex equity in vocational education.

Title: Clinics for Administrators of Women in Occupational Education

Location: Phoenix, Arizona

Purpose: The purpose of these clinics was to increase the awareness of Arizona educators and administrators toward women in the work force.

Target Group: Arizona educators and administrators

Change Strategy: These clinics included speeches and panel discussions. As a result of the clinics, a task force was formed to investigate further the problems of women and minorities.

Project Summary: The clinics had three primary objectives:

1. To increase information about major Federal and State laws concerning the employment of women and minority groups,
2. To increase awareness of the major problem areas women encounter in becoming educated and/or employed, and
3. To outline a plan of action for each district that addressed the problems of women in occupational education.

Results: The following results were reported:

1. 65% of the participants did possess information about major Federal and State laws concerning the employment of women and minority groups,
2. 75% of the participants were able to identify major problem areas women encounter in becoming educated and/or employed, and
3. Over 70% of the participants submitted a plan of action for their local districts for solving the problems of women in occupational education.

Comments: With the exception of the low number of participants demonstrating knowledge of the major Federal and State laws concerning the employment of women and minority groups, the clinics appear quite successful. The establishment of the task force should prove very helpful.

Title: Sex Equity and Vocational Education

Location: Los Angeles, California

Purpose: The purpose of this publication is to provide information on sex equity in vocational education and employment,

Target Group: Students in vocational education teacher training programs

Change Strategy: This publication was designed to be a learning component for persons enrolled in a vocational education teacher education program.

Project Summary: This publication includes the following: definitions of terms, statistics on participation in the work force, statistics on participation in vocational training programs, laws pertaining to sex equity, comparison of Title IX and the 1976 Amendments, the provisions of the 1976 Amendments related to sex equity in vocational education, recruitment of students into non-traditional courses, and program-planning. In addition, the following seven methods for recruitment were suggested: 1) special programs such as "open houses", 2) community resource people serving as speakers, 3) visiting vocational education classrooms, 4) posters, 5) brochures, 6) articles for the school newspaper, and 7) public service announcements.

A seven step program planning process was also suggested. These steps include:

1. Setting measurable goals and objectives,
2. Planning programs for each goal,
3. Developing a budget,
4. Implementing the program,
5. Evaluating the program,
6. Updating and adjusting program plans, and

7. Reporting results.

Several basic principles of effective program planning were also suggested. These principles include realizing that program planning is an ongoing process, that timelines should be carefully delineated, that inservice training is a valuable program component, and that individuals who will carry out the program should either be specifically included or represented in every phase of the process.

Results: Because this is an informative publication, there are no program results.

Comments: This publication includes many valuable ideas and suggestions. It seems well suited for students in vocational education teacher training programs.

Title: The California Coalition for Sex Equity in Education: Project Equity.

Location: San Francisco, California

Purpose: The study has two major components: first, it is a validation study to develop a reliable, practical, valid measure of institutional sex bias in schools, and second, it is an evaluation study to test experimentally the impact on schools of participation in projects to eliminate sex bias.

Target Group: School districts in the state of California

Change Strategy: The change strategy consisted of devising a pre-post measure of institutional sex bias that will profile the state of affairs in a district at two points in time.

Project Summary: This approach permits the investigation of three important phenomena: 1) the institutional behavior of school districts responding to federal mandates, 2) the relationship between the formal behavior of the school institutions and the micro-level behavior of school personnel, and 3) the special impact of federal programs to provide technical assistance, training, and leadership in the adoption of mandated changes.

In an effort to understand the varied responses to federal projects among school districts, data on the following exogenous factors were also collected: district size, district contact with other sex equity projects, staff morale/relations with administration, political climate of the community, staff attitudes toward federal programs in general, staff attitudes toward sex equity/Title IX, community attitudes toward sex equity/Title IX, districts past experience with innovations, impact of Proposition 13, existence and status of legal actions against district, and level of labor conflict in district. These data were collected to permit predictive

analyses to be calculated.

Results: The measure being validated is intended to be a measure of the intensity of institutional effort to comply with Title IX. The validated process is not yet complete.

Comments: This study is well designed. Once validated, a measure of the intensity of institutional effort to comply with Title IX will be invaluable to the study of sex equity.

Title: National Demonstration Site for Sex Equity

Location: Broward County, Florida (Nova High School)

Purpose: The goals of this program include the following:

- 1) To become a model of genuine educational equity for both sexes,
- 2) To provide a location in which a variety of persons from around the country can observe the operation of a model of equity,
- 3) To provide a location for training potential leaders who may establish and operate sex equity programs,
- 4) To demonstrate the use of a variety of model programs and special materials related to Title IX and sex equity,
- 5) To demonstrate a model of equity that involves parents, community, advocates and opponents, the media, students, and both professional and non-professional educational personnel, and
- 6) To demonstrate both the feasibility and desirability of compliance with Title IX.

Target Group: All individuals involved with educational activities.

(e.g. school board, parents, students, women's groups, community groups, the media, administration, teachers, other professional educational personnel, school bus drivers, office personnel, cafeteria and custodial workers, and other non-professional personnel.)

Change Strategy: The strategy of change utilized in this project is the demonstration and modeling of an actual sex equity project.

Summary of Project: This project consists of two phases. The first is a one year design and feasibility phase. The second is an implementation

phase involving three years of demonstration, training and measurement. At the present time the project is involved in Phase I.

Within Phase I an attempt is being made to provide information on Title IX, sex equity, and this project to all the important target groups; conduct a Title IX self-evaluation; identify objectives and strategies to implement the project; survey, review and select available materials and models for use in the implementation phase; develop a detailed evaluation plan for the implementation phase; develop a program for national visibility to bring in visitors and send local people to conferences (state, regional or national); and develop a detailed management plan for the Implementation Phase.

The three-year Implementation Phase will involve providing training to staff, students, and community; incorporating sex equity materials and programs into Nova School curriculum activities; processing visitors; developing national visibility; revising district policies, practices and materials that are out of compliance with sex equity goals; establishing internships; and expanding the program to entire school district.

Results: No formal results are available.

Comments: Since this project is in its early stages it is impossible to offer any judgement on its effectiveness or techniques; however, it appears to be well organized and conceptualized. Even though this project is not directly related to vocational education, it has important implications for vocational education.

Title: WENDI (Women's Education Development Incentive)

Location: Cocoa, Florida

Purpose: WENDI is the Brevard Community College Continuing Education for Women program. The primary objective of the program has been to serve as a transition course for women who have been out of the mainstream of life in order for them to identify and clarify goals for further training or for entering the work force.

Target Group: Women returning to school and the work force

Change Strategy: The following change strategies are utilized: in-service training, curriculum development, guest speakers pilot programs and positive reinforcement in the educational philosophy of human potential.

Project Summary: The WENDI program has covered the areas of sex bias and discriminatory practices through:

1. Inservice training for counseling and teaching staff,
2. Field testing materials developed by Indiana University in classes,
3. Guest speaking in VR-JP and VPMW class by a local female attorney,
4. Offering a CEW course entitled "Sexuality and Communication" which includes some coverage on sex bias.
5. Developing awareness among employees, BCC faculty and counseling staff of women engaged in non-traditional training and encouraging their feedback and support.
6. Speaking to the CEW and Vocational/Technical advisory committees, personnel association and manufacturing association regarding the problems of women especially as sex bias and discrimination relates to non-traditional employment.

7. Offering training for women who are engaged in or wish to open a small business,
8. Offering a course throughout Brevard County, "Women and the Law",
9. Offering the courses Vocational Readiness/Job Preparation, Vocational Planning for Minorities, Assertive Communication I & II, Career Exploration and Development, Challenge of Single Living, Leadership Skills Training, and Management Skills Development I & II, and
10. Implementation in FY 79-80 of a grant entitled Social Change Adjustment under which courses and seminars were offered relating to sex equity.

In addition, a pilot program, Work Opportunities for Women, was funded for one year to assist CETA eligible women to enter non-traditional training and/or employment. This program permitted many opportunities for coverage of sex bias and discrimination.

Results: Even though no formal results have been published, the WENDI program has been successful at meeting set goals.

Comments: The WENDI program is an excellent example of a successful women's program. The attempt to overcome sex bias and discrimination is ongoing.

Title: A Model Program for Sex Equity for Vocational Education.

Location: Gainesville, Florida

Purpose: The purpose of this project located at Santa Fe Community College is to facilitate sex equity in: 1) vocational career choice, 2) education, and 3) employment. This project includes the following three dimensions: 1) educational/awareness, 2) training/counseling, and 3) job placement.

Target Group: Disadvantaged women and displaced homemakers (and, men wishing to enter non-traditional careers/programs).

Change Strategy: The strategy of change in this program is recruitment into and increasing awareness of non-traditional vocational education programs. In addition, this strategy includes increasing the awareness of educators and employers of non-traditionally trained individuals.

Summary of Program: In the early stages of this program the director reviewed the enrollment of Santa Fe Community College to identify the non-traditional programs. These programs were defined as any program in which one sex has predominated in a ratio of 3-1.

This program consists of three components. Component one is concerned with educational/awareness, which involves an extensive public relations campaign in an attempt to contact all who would be in contact with the target groups. This public relations campaign attempted to reach the target population through media such as television, radio, brochures, video-tapes and contacts with agencies who have contact with the target population.

The second component of the program is called the training/counseling

component. The training aspect is offered in non-traditional areas at Santa Fe Community College. The counseling aspect involves tracking and following the students through the training program. Both individual and group counseling are offered to the students in non-traditional programs. Also, in groups, skills will be introduced to prepare students in non-traditional programs. Also, in groups, skills will be introduced to prepare students for non-traditional roles in the work force. A current program at Santa Fe is offered as a pretraining package for some of the local industries. This package offers an introductory course in the skills that will be needed for lineworker and ground person positions in local utilities, telephone, and cable TV companies.

The third component of the program involves job-placement services. This component attempts to facilitate employment of the students. By providing instruction in job-searching and job-keeping skills. This program has attempted to help students gain employment by serving as a liaison between students and employers.

Results: The results were as follows:

1. There was increased awareness of nontraditional careers,
2. Increase enrollment of women in nontraditional vocational classes,
and
3. 100% job placement of women in nontraditional jobs.

Comments: This program is serving as a model for other programs throughout the state. It appears to be a well organized, well implemented and creative program.

Title: The Displaced Homemaker Resource Center

Location: Naples, Florida

Purpose: The purpose of this program is to help displaced homemakers in adjusting to life changes. These adjustment aids include assessing skills, finding employment, upgrading skills, going on to college, developing an awareness of non-traditional occupations, and counseling/referral.

Target Group: Displaced homemakers or single heads of households (both male and female) and women and men seeking non-traditional employment.

Change Strategy: The change strategies include career counseling and increasing career awareness of nontraditional opportunities.

Summary of Program: This center offers assistance to single heads of households for emotional adjustment, self-sufficiency through technical training, and enhanced earning by non-traditional job placement.

Also, the center provides inter-agency referrals, reference materials, support groups, specialized workshops, and self-directed career searches.

Workshops on various topics are offered, such as personal self-assessment, assertiveness training, stress management, survival skills training, job finding skills, and support groups.

Results: No formal results were given.

Comment: This program offers some valuable workshops. The objectives of the program appears to be well implemented.

Title: Pinellas County Displaced Homemaker Program.

Location: St. Petersburg, Florida

Purpose: The purpose of this program, located at the St. Petersburg Vocational-Technical School, is to get the target group out working or in school.

Target Group: Displaced Homemakers (women & men getting ready to re-enter the school and /or work world) and individuals wishing to enter non-traditional occupations.

Change Strategy: The basic strategies of change utilized in this program are vocational counseling, and strengthening employment/education related skills through workshops (or one-to-one).

Summary of Program: This program offers an ongoing workshop of twelve night sessions. An individual can enter the program at any of the twelve sessions. Some of the topics covered in these sessions include: specialized child care problems, listening skills, job readiness, resume writing, filling out job applications, personal values, stress management, and time management. Techniques used in these workshops are role playing, videotapes, speakers, and self assessment. Basically, this program offers the individual assistance in coping with life change.

Results: No formal results were given.

Comments: This program offers a valuable resource in the ongoing workshops. There is a wide variety of topics covered. This program could prove valuable to any individual needing assistance in coping with the employment and/or education world.

Title: Elimination of Sex Discrimination in Home Economics Curriculum

Location: Tallahassee, Florida

Purpose: The purpose of this project is to develop and offer a workshop designed to eliminate sex discrimination in a Home Economics Curriculum,

Target Group: High school and adult education Home Economics education teachers.

Change Strategy: The strategy of change implemented in this project is the utilization of workshops to introduce vocational educators to the development of curriculum which is free of sex-role stereotyping and sex discrimination.

Summary of Project: Because it is in the planning stage, a thorough description of this project was not available. The workshops are planned to include two weeks on curriculum development and designing learning activities. District and State Sex Equity specialists will design the workshop and activities.

Results: No formal results were offered.

Comment: Because this program is still in the planning stage, no evaluative comments can be made.

Title: Women Aspiring to Gainful Employment (WAGE)

Location: Trilby, Florida

Purpose: The purpose of this program is to help the displaced homemaker become employed by offering services such as vocational counseling and guidance.

Target Group: Displaced homemakers (men and women)

Change Strategy: The strategy of change utilized in this program is counseling and awareness. In this program an attempt is made to create an awareness among disadvantaged men and women of the wide variety of non-traditional occupations and/or training which are open to them within the community. In addition, there is an attempt on the part of this program to create an awareness among community members of the needs and abilities of the displaced homemaker.

Summary of Project: WAGE has provided three areas of assistance to the Trilby community. Trilby is a rural area and the techniques used in this program may be different than those used in other areas. First, WAGE provides services to aid the displaced homemaker to grow in self-confidence, grow in self-esteem, broaden perceptions and values, increase understanding of interests, aptitudes, achievements and abilities and improve decision-making skills. Examples of such services include community support groups and counseling in increasing coping skills. Second, WAGE provides assistance to improve job-seeking techniques and skills necessary to keep a job. Third, WAGE has the cooperation and support of community agencies and local businesses for training and/or employment of individuals ready for placement.

Three recommendations are offered for setting up programs in rural areas: 1) organize support groups, so that members can meet others in the community, 2) organize an advisory group of volunteers, and 3) get to know the community by developing an outreach program.

Results: No formal results were stated.

Comments: This program is valuable in that it is operating in a rural setting. Important recommendations are offered for operating similar programs.

Title: An assessment and planning guide for eliminating sex-bias and role stereotyping in vocational education.

Location: Atlanta, Georgia

Purpose: The purpose of this report is to help Georgia's local vocational education directors and supervisors reduce or eliminate sex-bias and sex role stereotyping in their schools.

Target Group: Vocational education directors and supervisors

Change Strategy: This report consists of guidelines for the development of local program planning and needs assessments for the elimination of sex bias and sex role stereotyping in schools.

Summary of Project: The overall operation of the school program was broken down into five areas: instruction and curriculum, vocational guidance, communications, administration/planning, staff/staff development. This was done to facilitate the assessment process for each operating area. Assessment criteria or questions were developed within each area. In addition, a list of suggested activities were developed for each operating area.

The following implementation procedures were devised:

1. Assessment-assess the extent of sex bias and sex role stereotyping in each school or operational area.
2. Outline the Problem - determine the magnitude of the problem and then decide how to attack it.
3. Develop a plan - 1) describe the extent of the problem by preparing a brief summary on the status of sex bias and stereotyping relative to the total operation, 2) describe the situation

for each of the areas and try to identify the area(s) of greatest need, 3) identify the extent of the planned attack on the problem by stated objectives, and 4) place all objectives on a time line.

Results: This report included only a program description; therefore, no results could be generated.

Comments: This program offered excellent activities and guidelines for the assessment of sex role stereotyping; however, these guidelines and activities were presented in a conceptual rather than a practical manner. This format was hard to follow.

Title: Project Equity

Location: Atlanta, Georgia

Purpose: The purpose of this project is to meet mandates of non-discriminatory legislation on the basis of sex and to give both male and female secondary students previously unheard of career options as a result of attitudinal change toward specific job clusters. The objective of this project includes the development of six minute units of instruction, designed to effect attitudinal change toward sex stereotyped occupations, to conduct a training session on sex stereotype deemphasis for vocational instructors, to pilot test curriculum on students in six vocational clusters in a comprehensive high school, to evaluate pre and post test results on a Stereotyping Questionnaire administered to students. Thus, this project's ultimate goal is to begin to eliminate sex bias in vocational education by deemphasizing through curriculum the traditional sex stereotypes associated with specific job clusters.

Target Group: Secondary students in vocational courses and vocational instructors.

Change Strategy: The change strategy utilized in this project involves the development of specific curriculum to eliminate sex bias in vocational education (students) and the conducting of workshops or training sessions for vocational instructors on sex stereotype deemphasis.

Project Summary: The first objective of this project, the development of units of instruction, was met by the development of a general slide overview and mini-units for students enrolled in vocational courses in the typically stereotyped occupational areas. These units included statistics and other information regarding sex stereotypes in the six

clusters and it also contained material designed to change sex bias in relation to these occupational clusters. The second objective was met by the conducting of a two hour workshop for the vocational instructors whose students participated in the study. The session was held in facilities in the comprehensive high school before the beginning of the study. The purpose of this session was to acquaint the instructors with the purposes of the study and to familiarize them with the materials to be used. The third objective, to pilot test the curriculum in six vocational clusters on students in a comprehensive high school, was met by the presentation of a 15-20 minute slide overview of sex stereotyping in the six job clusters addressed by the project to the 30 students in the experimental group; on the same day, pre testing a Stereotyping Questionnaire was done. The control group was also administered the questionnaire. For six successive days during class periods the experimental group received the "treatment" in the form of six mini-units of instruction, on the eighth day both groups were post-tested on the questionnaire.

Results: The data collected on the pre and post administration of a Stereotyping Questionnaire were analyzed and the effectiveness of the project treatment process was assessed by results on the post test attitudinal change of the experimental subjects. However, no final report with these reports has been produced.

Comments: The project development and description was well organized. The experimental design was implemented and well explained.

Title: Sex Equity Awareness in Non-Traditional Training Programs

Location: Waycross, Georgia

Purpose: The purpose of the project, developed by the Waycross-Ware County Area Vocational-Technical School, is to reduce sex bias, sex discrimination, and sex role stereotyping by promoting activities to educate the public to sex equity in post secondary education.

Target Group: The community and the Waycross-Ware County Area Vocational-Technical School

Change Strategy: The change strategy was two-fold: first, permanent displays and brochures were developed, and second, all existing Waycross-Ware County Area Vocational-Technical School brochures, applications, recruitment tapes and slides, and catalogs were reviewed for discriminatory statements and revised accordingly.

Project Summary: The materials used in the school were reviewed for discriminatory statements and revised. Displays and brochures were developed. In addition, the project was assisted by consultants from the Georgia State Department of Education.

Results: No specific results were reported.

Comments: The attention given to the problem of sex bias and discriminatory practices by the Waycross-Ware County Area Vocational-Technical School is a necessary step in the alleviation of discriminatory practices.

Title: Sourcebook for Equal Goals in Occupations

Location: Honolulu, Hawaii

Purpose: The purpose of this project is to outline a plan of action for reducing sex bias, sex-role stereotyping and sex discrimination in secondary school vocational education programs. The sourcebook considers the role of vocational education personnel in the implementation of Title IX, and in the development of programs consistent with the mandate of Title II to reduce sex bias in vocational education and in the achievement of sex equity.

Target Group: Vocational instructors and students

Change Strategy: The strategy of change used in this project is primarily that of curriculum development. The sourcebook describes materials and methods to help free an educational setting of sex bias.

Project Summary: This sourcebook consists of five sections which encompass a wide scope, making it adaptable to all secondary schools within the Hawaii Department of Education. The first section focuses on differential sex-role socialization as it is manifested in vocational training programs. Since it was the developers' contention that an understanding of the legislation mandating sex equity is also important, section two of the Sourcebook describes the sex equity provisions of Title II of the Education Amendments of 1976 and Title IX of the Education Amendments of 1972. The next three sections of this Sourcebook include a discussion of the need to expand nontraditional opportunities for students in vocational education with each section focusing on a different aspect of this need. Thus, the next three sections

are entitled: Counseling, Environment, and Public Relations.

The Counseling section discusses the recognition of sexist and non-sexist behaviors, assessing sex equity in vocational education, assessing counseling programs and monitoring enrollment trends. The Environment section focuses on topics such as advisory committee membership, awards and honors, bulletin boards and displays, co-curricular activities, facilities, teaching materials, and textbooks. The Public Relations section discusses various awareness workshops such as community awareness workshops, school personnel awareness workshops, student awareness workshops and other public relations techniques such as tours and brochures.

Results: There was no actual field testing reported; thus, no empirical results were presented.

Comments: The Public Relations section is quite complete, and the workshops are well outlined. This sourcebook in itself is a comprehensive effort toward the development of a plan of action for reducing sex bias, sex-role stereotyping and sex discrimination. The wide scope of this sourcebook would make it not only adaptable to all schools in Hawaii, but easily transferable to other states as well. Again, it should be noted that such a sourcebook would contribute more to the realm of sex equity if it had been field tested and could have been offered to the reader in a practical sense.

Title: The Special Vocational Education Needs of Women: Expanding Career Horizons.

Location: Springfield, Illinois

Purpose: The purpose of this project was to develop activities related to broadening the scope of involvement of young men and women in vocational education at the secondary and post-secondary levels, and to disseminate the curriculum to schools throughout Illinois.

Target Group: Secondary and post-secondary students, teachers, administrators and counselors.

Change Strategy: The change strategy utilized is the research, development and diffusion model. This strategy involved research into the concept of sex role stereotyping and the development of curriculum materials for students and a film for teachers, administrators and counselors. The curriculum material was developed based on conclusions and recommendations set forth by the research.

Project Summary: This project began with a comprehensive report on the employment trends of women and the implications of those trends for women's participation in vocational education programs. This report "Vocational Preparation for Women: A Critical Analysis" served as the basis for the development of curriculum materials. The conceptual framework which was developed for the construction of curriculum materials was as follows:

1. That the curriculum and its component parts should address students directly, and should provide peripheral influence on teachers, administrators and parents,
2. That the curriculum should not be directed toward one sex but should be open to male and female students as a matter of logic as well as legality,
3. That the curriculum should not emphasize one particular occupational area but should serve to open student's thinking to consider every possibility of interest without regard to societal pressures to conform to sex role stereotyping,
4. That the curriculum should be activity oriented to allow maximum student participation, and
5. That the curriculum should be developed in such a way as to allow its relatively easy incorporation into the existing school curriculum by a regular classroom teacher.

This curriculum was intended for use in grades 7-14 for the purpose of increasing students' awareness of the needs for broader utilization of vocational education by women and at the same time attempting to free up stereotyped thinking of both sexes. The curriculum consisted of five, 50 minute lessons entitled "Expanding Career Horizons". In addition, a teacher's guide was developed to aid in the use of the curriculum.

Within the following year the curriculum was systematically field tested and validated in nine schools (including high schools, a vocational center and a community college) in vocational and nonvocational classrooms.

The field testing of this curriculum involved over 500 students.

The next step was the dissemination of this curriculum to schools throughout Illinois. This was achieved through a series of fifteen dissemination awareness workshops held throughout Illinois. About 450 teachers, counselors, students and administrators attended these workshops.

An additional objective of this project was to develop a film for teachers, counselors, administrators, and parents to increase their awareness of sex role stereotyping and its effects. The film was 18 minutes long and featured eight sequences in which sex role stereotyping and ways to deal with sex role stereotyping were presented. The film was entitled "When I grow up..." The primary means for dissemination of this film was the "Expanding Career Horizons: Curriculum Dissemination Workshops." The final objective of this project was the development of self-evaluation tools to be used by local administrators, teachers and counselors to aid in their efforts at eliminating sex role stereotyping in their schools.

So that it would be possible to assess the degree of use of the curriculum, an Impact Assessment form was developed and mailed to 200 of the dissemination workshop participants. The instrument was designed to assess whether the teachers using the material had attended an expanding career horizons workshop; the adequacy of the training and incentive of the workshops; the number of students using the curriculum; the effectiveness of the materials; the classes in which the curriculum was being used and whether the curriculum was used as a regularly scheduled

part of class.

Since some potential users of the materials were not able to attend the workshops, input and training conferences were conducted by the project staff.

Results:

The following products were developed:

1. A research report, "Vocational Preparation of Women: A Critical Analysis",
2. A set of curriculum materials, "Expanding Career Horizons",
and
3. A film for teachers, administrators and counselors,
"When I Grow Up..."

Comments: An impact assessment of the materials was completed. Although there seemed to be some feeling that the materials might be too complex for junior high students (a game was included) they were favorably perceived as being effective. The need for in-service workshops to provide training in the use of the materials was stressed.

Title: A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts

Location: Manhattan, Kansas (Kansas State University)

Purpose: The purpose of this project was to develop procedures to help women without the required paid work experience to obtain vocational administration posts if they so desire.

The objectives of this project were:

1. To survey attitudes, barriers, and the employment picture in Kansas, and
2. To determine the effectiveness of a portfolio guide for describing unpaid work experiences where administrative competencies were acquired.

Target Group: Vocational education teachers (teacher training institutions)

Change Strategy: The strategy of change implemented in this project was basically a Problem-Solver Model. The project began with a questionnaire designed to identify and determine levels of needs. A solution was then chosen (portfolio guide) and implemented (workshops, ratings) in an attempt to correct the need(s). This information was then disseminated.

Project Summary: To determine whether a need for experiential portfolio guidelines for women seeking vocational education administrative posts existed, a questionnaire was sent to a random sample of vocational education personnel. This questionnaire was based upon the following objectives:

1. To determine the number of job openings, the number of

women hired in administrative positions in Kansas, and the attitudes of vocational education personnel, directors and LEA board presidents, and

2. To determine the age, group, subject matter field, years of education, years of work experience, and attitudes of a random sample of women vocational education teachers and college students.

The results from this questionnaire were used to design a workshop to reduce stereotypes and design the experiential portfolio guide. Eight women, vocational education teachers who had been part of the survey, volunteered to complete portfolios. These portfolios were rated by 24 administrators (volunteers). The portfolio ratings were gathered on the following criteria: 1) usefulness of the portfolio procedure. 2) types of documentation, 3) overall effectiveness potential for administration, 4) types of documentation, 3) overall effectiveness potential for administration, 4) "degree qualified" in five administrative dimensions, and 5) degree to which writing ability influenced ratings. A workshop was then designed "to deal with issues related to women in administration in vocational education."

The final program objective dealt with the dissemination of information gathered. This involved the dissemination of procedures for preparing experiential portfolios to teacher training institutions, State Department of Education Certification Personnel, participating LEA personnel, and directors for vocational technical schools. Specific dissemination efforts involved 1) two presentations of a paper at the

American Vocational Association and the submission of the paper to ERIC, 2) a program presented at meetings of the Kansas area vocational technical schools, 3) a presentation at the American Personnel and Guidance Association, 4) the Manual and Guide given to workshop participants, board members, and sex equity experts, 5) a report to National Conference of Local Administrators, and 6) the dissemination of the quarterly and final reports.

Results: The results of the survey showed that there was only a few position openings annually. Few differences in perceived needs were noted between the male administrators and women seeking positions. Often these women see certification as greatest in order to be hired, while administrators placed more emphasis upon integrity and high energy level -- attributes which only appear in letters of recommendation.

Median and inter-rater reliability ratings of the portfolio were .60. In addition the authors stated that the portfolio dimensions had an adequate degree of validity as reflected by intercorrelations of the ratings of the five dimensions and overall effectiveness.

Comments: Because women are generally not socialized to "sell themselves" when seeking employment positions, the idea of an experiential portfolio is a valuable one. Men, more often, are socialized into these behaviors. When a woman does display this assertive behavior, it is often condemned as sex role inappropriate. At times it appears that no matter what behaviors a woman may take in seeking employment, she will meet barriers. This program offers

an alternative to such a dilemma -- teaching women how to write portfolios which accentuate their experience in terms of the position being sought (in this case, a vocational education administration position).

This program was thorough and well implemented and workshops on creating experiential portfolios were designed, based on needs identified in a needs assessment. The utility of the portfolio was assessed in part through interrater reliability and documentation of overall effectiveness.

Title: TNT - Try Non Traditional

Location: Jeffersontown, Kentucky

Purpose: The purpose of this project is to increase the enrollment of females in non-traditional vocational programs in Jefferson Voc. Ed. Region.

Target Group: Both secondary and post secondary students.

Change Strategy: The change strategy utilized is the recruitment and training of females in non-traditional vocational education programs

Summary of Program: This project, which has a full time coordinator to direct its operation, was written to attempt to equalize male-female enrollments in vocational programs. On the secondary level, the coordinator works with counselors, teachers, and students to promote awareness of opportunities for women in non-traditional vocations and to encourage high school girls to consider a wider range of vocational options. At the postsecondary level, 110 slots have been designated for women and dispersed among the following shops: air conditioning, auto repair, auto mechanics, carpentry, diesel mechanics, electronics, graphic arts, industrial electricity, machine shop, masonry, plumbing, and welding. The coordinator meets with the women on a regular basis to monitor their progress and help work out any problems they may be encountering. In-service programs are conducted for faculty to encourage supportiveness.

Job placement is the ultimate goal. The staff works at identifying employers with positive attitudes towards women in non-traditional jobs, in order to facilitate placement of females in both co-ops and full-time jobs.

Results: Evaluation is based on the total number of females enrolled for a year and the number of females placed in training related jobs. So far, women have been placed in auto mechanics, carpentry, diesel, electronics, graphic arts, machine shop, welding, electricity, and masonry.

Comments: This program appears to be working quite successfully. The concrete plan for evaluating the program (i.e., calculating the number of women placed in training related jobs) should also prove a useful incentive to both students and staff.

Title: Center for Displaced Homemakers

Location: Louisville, Kentucky

Purpose: The purpose of the Center is to assist the Displaced Homemaker in developing her/his own abilities in such a way that she/he will in time become gainfully employed and financially independent.

Target Group: Any man or women who has been a full or part time homemaker and is ready to enter the job market

Change Strategy: Both personal counseling and workshops are used as a way of equipping clients with the necessary skills to re-enter the job market.

Summary of Project: The Center offers individual counseling and workshops for those who have been full or part time homemakers and are ready to enter the job market. Help, in the form of individual counseling and workshops, is provided in developing job seeking skills and coping with the problems of home and new jobs.

Individual counseling is offered to assist the Displaced Homemaker in becoming prepared for a job. A personalized plan of action is developed to enable the individual to assess her/his own abilities and interests. The plan may include financial matters dealing with individual family members, coping with change in life status and capitalizing on previous experiences in deciding on a career.

Workshops are held on a variety of topics, such as Career Planning, Getting Ready for a Job, Dress for Success, and Coping with a Job and Family. Professional guest speakers provide information on legal matters family problems, assertiveness skills, and other community services.

The objectives of the center include the following:

1. To survey agencies in the community that may provide services for displaced homemakers and develop a reference file of these agencies for use in counseling.
2. To survey potential employers and maintain a reference file of those employers,
3. To provide a non-threatening atmosphere where an individual may come for counseling or instruction in skills necessary to form a new life style and reenter the job market.
4. To develop evaluative services whereby the displaced homemaker can assess her abilities and needs and begin the adjustment process necessary for his/her entry or reentry into the job market,
5. To coordinate services and refer displaced homemakers to proper legal, health, financial or personal counselors who are equipped to deal with individual problems which may be obstacles to satisfactory job placement,
6. To provide workshops in coping skills necessary for the combined role of homemaker and wage earner,
7. To provide instruction which will encourage understanding of basic values of punctuality, responsibility, good attitude and develop the ability to follow directions well,
8. To maintain contact with the state employment agency, employers

and others who might hire displaced homemakers, and provide referral services for the purpose of employment.

9. To promote services of center through media, personal contact and conferences with agencies and organizations serving homemakers and through mailing lists,

10. To visit other displaced homemakers centers and attend seminars and meetings to improve own skills in teaching and counseling displaced homemakers,

11. To develop evaluative techniques which regularly indicate progress of the program and where changes need to be made,

12. To a person who has successfully completed the program will have necessary skills to be employable or to be trained in a job which will allow that person to be self-supporting, and

13. To develop self-confidence and an awareness of his/her inborn ability to become successful.

Results: Follow-up studies are done on clients who have used the services of the program. In addition, each workshop is evaluated. Many of the clients served have gone on to training programs or to jobs.

Comments: The Center is serving a valuable purpose in meeting the needs of men and women who want to enter the labor force.

Title: Displaced Homemaker Center

Location: Owensboro, Kentucky

Purpose: The purpose of this program is to assist Displaced Homemakers in becoming self-sufficient and job ready.

Target Group: Displaced Homemakers

Change Strategy: The change strategies utilized include counseling, workshops, job ready skills and employment assistance

Summary of Project: The center provides information on job entry, skills, assessments, referrals to responsive community services, and other support services to Displaced Homemakers. The center aids individuals with assistance and advice on how job skill training can be acquired. Resource materials are provided and peer support groups are established.

Workshops are scheduled to meet the needs of program participants. Films, open to the public, which are relevant to the Displaced Homemaker are scheduled. Professional guest speakers are scheduled to provide information on legal matters, occupational trends, financial matters, mental health, and community services. "How to" workshops are scheduled, e.g. How to Write a Resume, How to Dress for Success, How to do Your Best on Tests, How to Look for a Job, Assertiveness Skills, Coping Skills, and Value Clarification.

A special effort is made to place clients in non-traditional job roles. This is accomplished through courses offered at a local vocational school and through workshops. Most of the women served are between the ages of 25 and 50, and most are divorced, with no specific job skills. These women are paid minimum wage plus child care for up to one year while they train.

Results: This report included only a program description; thus, no empirical results were reported.

Comments: This particular center was recommended for review by the sex equity coordinator in Kentucky because of its excellent program.

Title: Expanding Nontraditional Opportunities in Vocational Education

Location: College Park, Maryland

Purpose: The objective of this program was to develop inservice and preservice training packages concerned with the following topics:

1. Approaches to expanding nontraditional opportunities for vocational education students
2. Barriers to expand nontraditional opportunities for vocational education students, and
3. Legislation addressing equal opportunity in vocational education and employment.

Target Group: Vocational teachers, counselors, and administrators.

Change Strategy: The change strategy in this project involved changing attitudes toward sex equity through the use of inservice and preservice training programs.

Project Summary: The emphasis of this project was on identifying opportunities for secondary and post secondary students, primarily women. Each training package of this program is designed to stand alone or to be used in sequence and is intended to serve as an outline and/or scripts for training leaders and as texts for program participants. The package is designed to move trainees in a steady progression from the question "why expand nontraditional opportunities?" to "how can nontraditional opportunities be expanded?"

Results: No field test were reported.

Comments: These pre-service training packages appear to be complete and well-organized. However, it is difficult to comment on the

effectiveness of these materials when no description and/or results of any field testing are offered.

Title: Research to Eliminate Vocational Education Role Stereotyping Effectively (Project REVERSE)

Location: Marquette, Michigan

Purpose: The purpose of this project was to design, develop, test and analyze activities to reduce sex role stereotyping and sex bias in high school and elementary school ages. The objectives of this project were as follows: 1) To produce measureable changes in sex bias attitudes, 2) To change the vocational behavior of students in the project, 3) To provide support to students entering nontraditional occupations, 4) To produce measureable changes in the accuracy of vocational and occupational information bearing on sex stereotyping, 5) To demonstrate the practicality of developing a program which can reach grade six as well as grade 12, and 6) To demonstrate the possibility of utilizing the combined professional and volunteer effort in a long term effort.

Target Group: Elementary and Secondary public school students

Change Strategy: The strategy of change used in this project involved the development of a curriculum designed to reduce sex stereotyping in vocational behavior and the implementation of this curriculum in career counseling programs.

Project Summary: Project REVERSE was actually a field research and demonstration project. The project staff served as the teacher/counselors and developed lesson plans and intervention strategies. These strategies were taught one hour per week in ten experimental classes. The curriculum included: 1) historical perspective of sex role stereotyping, 2) exercises

on one's self concept, and 3) vocational education information. This project was said to be similar to that of EVE (see Project EVE, p. 76) but differed in that it used both male and female subjects. The sample included 20 different classes of 5th, 9th, and 12th graders. Ten of the schools were rural; 10 were urban. One half of the classes were assigned to the control group and one half to the experimental group. Results were based on a pre and post assessment using an instrument which provided data on demographic variables, vocational education knowledge, and sex role stereotypic attitudes.

Results: The results of this study indicated that the intervention program had little effect on the stereotypic attitudes young people have concerning sex roles. Significant shifts did occur at the ninth grade level, but only when the urban-rural dimension was a factor. From these results, it was concluded that despite the lack of significant results, important implications emerged. For example, it was concluded that the 12th grade was too late to change attitudes about sex roles and that 9th grade seemed to be the more crucial time in which to initiate change.

Comments: REVERSE seems to be a well organized and well executed project.

Title: A Survey of Female Students in Non-Traditional Area Vocational Technical Institute Programs

Location: St. Paul, Minnesota

Purpose: This project has provided indices for the measurement of sex bias and sex stereotyping in the Minnesota Vocational Educational System. Baseline data in this report should serve as a resource for setting sex equity goals as required by the State Board of Education.

Target Group: Vocational Administrators

Change Strategy: The change strategy utilized in this project was an assessment of need. Project such as this may not be direct facilitators of change, but rather serve as foundations for future programs and guidelines.

Program Summary: The purpose of this project was to monitor and evaluate progress toward the elimination of sex bias and sex stereotyping in state vocational education programs. The objectives of this project were the following:

1. To gather, analyze and disseminate data on the status of male and female students and employees in vocational education in the state,
2. To review the distribution of grants and contracts by the State Board of Education to assure that the interests and needs of women are addressed,
3. To review vocational education programs in the state for evidence of sex bias, sex discrimination, and sex stereotyping,

4. To monitor the implementation of laws prohibiting sex discrimination in vocational education, including a review of Title IX evaluations, and
5. To publish and make available to government agencies and interested persons information developed by the council.

This project presents an analysis of data with respect to sex equity; attempts were made to evaluate the system's efforts to date nor to explain current patterns. Several specific measures of sex equity are used in this report which include: student enrollments, budget expenditures, student/staff ratio and program duration. In addition, an analysis by sex provides data on employment, availability, salaries, and tenure of professional staff for both secondary and post-secondary systems. Another component of the project included a survey which was administered to female students in non-traditional Area Vocational Technical Institute programs (sample n=176, ages 17-59). All were enrolled in courses in which male students predominated.

Results: Analyses of the data indicated that male students account for the majority of enrollments", more than two-thirds of the female students are enrolled in the programs leading to health care and office occupations while more than three-fourths of male students are enrolled in the technical and trade-industrial clusters. AVTI (Area Vocational Technical Institutes) programs are very likely to be segregated by sex. Of the 757 programs, 593 were found to be sex-segregated. Most AVTI students are enrolled in programs which were traditional for their

sex. Students in male intensive programs receive more extensive training than do students in female programs. Student/staff ratios are not consistent with the pattern of differences between male and female students.

In general, results of the survey revealed that the major reasons more women do not enroll in non-traditional or male intensive courses include both the discouragement from entering the program and lack of information about non-traditional courses. Results also indicated a need for more informative course catalogs and more comprehensive counseling within the high school and vocational school system. In addition, findings showed that interest in non-traditional courses is usually due to personal interest in the area of study rather than encouragement by others. Most women had learned of the course through the course catalog -- not a counselor or a teacher.

Comments: This project provided a baseline for sex equity data. As stated before, this kind of project is generally not a direct facilitator of change; however, these project are extremely valuable in that they provide the ground work for future projects. This particular project was well organized and presented well. The presentation of results was offered in a series of three reports which allowed the reader to visualize clearly the identified problem areas. Generally, it is a well done evaluation.

Title: Project HEAR (Human Educational Awareness Recource)

Location: Princeton, New Jersey

Purpose: The goal of Project HEAR is to allow each individual to achieve his or her own potential. This program combined career education with human growth and development processes, sex stereotyping effects, and vocational choice psychology in an attempt to reduce the effects of gender role limitations. Project HEAR was designed to expose students to the concepts of growth and change, and to make them aware of their needs, skills, strengths, feelings and motivations.

Target Group: Elementary and Secondary Public School Students

Change Strategy: The strategy of change used in this project deals with the development of curriculum materials for students within a classroom setting, and involves increasing career awareness in order to facilitate greater career and training choices. Project HEAR is a career education program designed to reduce effects of sex role stereotyping; it is a U.S. Office of Education Nationally Validated Career Education Program.

Project Summary: Project HEAR consists of learning units which are sequentially organized and designed for use in elementary, middle school and high school classrooms. The learning units can be integrated into a student's regular curriculum over a 45-day span. These units can be used in any classroom structure and with any discipline and are adaptable to multiple learning needs. The materials of this curriculum include audiovisuals, simulation games, and kinesthetic

learning experiences. The activities allow the student to work individually and/or in large or small groups.

HEAR also includes an Occupational Resource Card Classification system which contains information concerning 1,860 occupations. A student can go through the nine job categories using 18 personal variables.

This course relates a variety of occupational information to the student's self concept. The emphasis of this program is on the art of choosing and examining alternatives in order to make informed decisions. At the elementary school level, the objective is to change significantly the attitudes of students toward the world of work and to eliminate occupational stereotypes. At higher levels, the program attempts to increase student's knowledge of the world of work and to compare their occupational choices with their occupational interests.

Results: The following claims of effectiveness were made in the evaluation of Project HEAR. These claims of effectiveness concern the primary and intermediate levels only; the secondary level has not yet been fully evaluated.

For primary students, the program is effective in:

- o changing perceptions of sex-linked occupational stereotypes so that more occupations are perceived as gender-free.
- o changing attitudes towards sex-stereotypic occupations so that respondents express preferences for more sex-asynchronic occupations.

For intermediate level students, the program is effective in increasing knowledge of the world of work.

Project HEAR materials were field tested in 1975 in 13 New Jersey school districts. In May, 1978, the Joint Dissemination Review Panel reviewed Project HEAR and approved it for nationwide dissemination.

Comments: This program enhances career awareness as indicated by changes in attitude and knowledge about occupations, which responds to the recommendations of educators, parents, and many others that schools participate in the development of career awareness. In particular, the program expands the career options of both girls and boys by increasing knowledge about sex stereotyping of occupations, by providing nontraditional role models, and by emphasizing that each person has skills and interests which are not constrained by gender. Project HEAR's evaluation findings are consistent with Super's theory of vocational choice. Super concludes that "When stereotypes are gender-free, the individual expands his/her options for occupational choice."

(Note: The Results and Comments sections were extracted from

Abstract from Career Education Program That Work.)

Title: Innovative 9th Year Program at Eli Whitney Vocational High School

Location: Brooklyn, New York

Purpose: This high school instituted an exploratory program which was based on the belief that vocational choices should be based on many experiences, regardless of sex. Thus, students were given a unique exposure to exploratory learning: boys and girls being able to work side by side in many trades.

Target Group: Students enrolled in the Eli Whitney Vocational High School

Change Strategy: The strategy of change in this project was one which involved an alteration of curriculum procedures. There was no development of specific curriculum involved, but rather a reorientation of traditional enrollment procedures.

Project Summary: In this vocational high school each month every freshman student was assigned to work on an introductory level in a different shop. Students were assigned to ten of the shops, ranging from cabinet making and radio mechanics, to nursing and cosmetology. Thus, by the end of the school year each student would have had the opportunity to explore ten vocational shop areas. At the end of the freshman year each student chose a vocational trade area for specialization based on actual experience.

Results: This program appears to have opened up opportunities for both boys and girls to understand better the kind of occupations that may be available to them. It also allowed students to choose freely an occupation without regard to traditional employment trends.

Comments: No formal results were presented, only letters of praise. Because of the potential for attitude change, it would seem plausible that such a program would have been evaluated. Alteration of enrollment procedures does

not mean sex equity has been achieved. The existing attitudes of students, teachers, parents, and administrators and the strategies of attitude change are the real challenge to those seeking sex equity. Without research in the area of attitude change the achievement of sex equity would have little meaning.

For this project, reasonable accompaniments to their enrollment alterations would have included workshops for teachers, students, parents and administrators to discuss problems encountered, and special introductory classes for all students (classes, which dealt with the basics of sex equity).

Title: Expanding Adolescent Role Expectations

Location: Utica, New York

Purpose: The purpose of this program was to reduce and/or eliminate the effect of sex stereotyping on young people's perceptions of themselves and others.

Target Group: Vocational Educators

Change Strategy: The strategy of change used in this program was the development of a sourcebook which could be used as a self-study guide or as a basis for inservice workshops for vocational educators involved in changing the attitudes of vocational educators as well as students.

Program Summary: This source book deals with how and why some of the roles are changing and expanding in today's society, how sex stereotyping affects different roles, and how vocational education can help adolescents realize that they no longer have to be limited by sex role stereotyping in their career and family expectations.

This sourcebook for this program contains six sections, including:

- I. "Why Expanded Roles are Needed". A discussion of the negative effects of stereotyping and changing labor force,
- II. "Vocational Education Challenge: Meeting Expanded Needs". Role expectations in relation to Title IX and Title II legislation,

- III. "How Stereotyping Affects Teachers and Students". A discussion of attitudes.
- IV. "How Vocational Education Materials Can Influence Role Expectations". Sexism in language, textbooks, audiovisual materials, vocational information and tests,
- V. "Teaching for Expanded Roles". Selected classroom activities, and
- VI. "Additional Resources". Books, articles audiovisual materials, and a list of organizations providing information about sex equity.

Each section contains guidelines or rating sheets. questions, activities, and checklists. The sourcebook was developed by vocational educators, but no specific details on this development were were given.

In the sourcebook, "expanded perceptions" is used to describe perceptions that are not limited by traditional sex-role stereotypes. It is suggested that expanded expectations can allow an individual to consider an occupational role ordinarily assumed by a member of the other sex.

Results: No field test results were presented for this curriculum. However, the developers suggest that liberating people from sex-stereotyped expectations for themselves as well as others can allow members of both sexes to choose and participate in career and family activities according to their own needs and interests.

Comments: Because this project was not field tested, it is impossible to determine the effectiveness of the sourcebook. This project also lacked any description of sourcebook development. This makes a program analysis difficult; however, the program (sourcebook) description presents what seems to be a comprehensive set of guidelines to facilitate the vocational educator in eliminating sex-role stereotypes.

Title: The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs

Location: Chapel Hill, North Carolina

Purpose: The purpose of this study was to identify, develop and evaluate alternative strategies which vocational educators could employ with students, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotyping and sex bias in the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes.

Target Group: Vocational educators

Change Strategy: The change strategy in this study is made up of three models: empirical-rational, normative-reeducative and power-coercive. The empirical-rational model was implemented in the change strategy which consisted of an informational guide to sex stereotyping, sex bias and sex discrimination. This strategy is based on the rationale that change results from a change in technology and/or information. Another change model used was that of the normative-reeducative model, implemented in a student workbook entitled, "Sex Stereotyping, Bias and Discrimination in the World of Work." This model is based on the assumption that change occurs through an alteration in normative systems (attitudes and/or values). The third and last type of change model utilized in this project was that of a power-coercive model. This model was utilized in a simulation activity in Occupational Decisionmaking, and is based on the assumption that change results from external pressures and requirements and is systematic rather than individual.

Project Summary: This project consisted of three componenets, each having specific purposes and methodologies. Component One involved a survey of program types and strategies at both the national and state levels. These surveys were "designed to develop a comprehensive data base of programs and strategies in use at state and local levels to eliminate and prevent sex stereotyping and sex bias in vocational education." This component consisted of three surveys: survey one reviewed twelve state level programs in an attempt to identify types of approaches in use, survey two reviewed 92 programs nationwide to identify, quantify and classify strategies proposed by local administrators, and survey three reviewed the strategies designed for the purpose of eliminating and preventing sex bias, stereotyping, and discrimination in vocational education.

Component two involved an administrator needs assessment. In this assessment 21 North Carolina school administrators were interviewed to identify and quantify needs, barriers and potential receptivity of administrators to alternative strategies to impact on the target issues and to characterize the present concerns of these administrators to alternative strategies to target issues.

Component three included an assessment of student instructional materials. In this assessment an experimental (pre-post) design involved the instruction of 850 North Carolina tenth-grade social studies students with prepared curricula. An assessment instrument -- Student Awareness Measure -- was constructed to assess the curricula. The curricula included the three sets of materials discussed in the section on change strategy. Each treatment group used a different set of materials. A Control group using

regular curricula also were tested with the pretest-posttest ($\frac{1}{2}$ were given post and $\frac{1}{2}$ were given pre and post assessment) assessment.

Results:

Component One: The objective of this component of the research project was to generate information concerning the type of programs (survey one) the characteristics and trends of programs (survey two) and the strategies (survey three) designed for the purpose of eliminating the preventing sex stereotyping, bias and discrimination in vocational education. The results of the three surveys were as follows:

This first survey consisted of a state-of-the-art assessment which identified five different approaches for inducing change in educational systems: a) diffusions, b) planned change, c) complex organizations, d) conflict, and e) technical assistance. The analysis of this information revealed that while weaknesses in each model rendered the use of a single model insufficient, strengths which were parallel in each model "could be combined into an effective approach."

In addition, several trends emerged through the review of approaches:

- 1) The majority of approaches include specifications and/or suggestions to study the problem,
- 2) A popular approach is the self-study technique
- 3) Few approaches include a statewide system to assess relative progress of LEA,
- 4) Few approaches include compliance requirements other than the "good faith" assumption, based on Federal law,

Title: New Pioneers Project to Eliminate Sex Bias in Occupational Education.

Location: Raleigh, North Carolina

Purpose: The initial pupose of this project was to expand options for women in occupational education programs. However, the project staff determined that to accomplish this objective it was necessary to undertake a course of action to prove a "fundamental understanding of the sex bias in general and how it damages both sexes."

Target Group: Occupational education units

Change Strategies: The change stragies included:

1. The revision of course descriptions to make clear that all are welcome,
2. Group guidance events to introduce all students to all course offerings,
3. Guest speakers and poster contests to provide real or pictorial role models,
4. Staff development necessary for the backing of occupational teachers in each unit, and
5. Affirmative steps to draw students into non-traditional courses, including poster campaigns and better counseling on both individual and group levels.

Project Summary: This project was directed toward systematic change, that is, alteration of the prevailing education and work system to improve

attitudes relating to women and work and to increase opportunities for women in occupational education. Three objectives and two products received the focus of the project staff.

Objectives: The following objectives were stated:

1. To assess any traditions, conditions, and artificial restraints in the occupational education programs in North Carolina that restrict training opportunities for women,
2. To develop a set of recommendations for eliminating barriers to occupational training for women, and
3. To develop a model for implementing the recommendations in the educational system of North Carolina.

The following products were developed:

1. A strategic model for changing the education system to accommodate a wider variety of educational and occupational options for women (and men), and
2. An in-service program to initiate state and local planning to reshape occupational education programs and structure to better accommodate the needs and interests of female (and male) students.

This introductory phase of the project began by informing state vocational educators about the problem and the objectives of this project. The project director visited inservice meetings with the area directors, local directors and chief consultants for each area of subject matter to explain the rationale and focus of the project, to increase awareness

of the problem and to gain support for the project. Local directors and chief consultants in each subject area were encouraged to draw up viable plans to eliminate sex stereotypes and sex bias. One additional task of this phase was to identify suitable materials for use in achieving the project objectives.

Sample: In December of 1974, ten occupational education units were chosen from the 17 units whose local directors had volunteered to participate in the pilot run of the project. These ten units worked with the project director to create indepth plans and strategies to eliminate sex bias in their programs and to create detailed plans and strategies to eliminate sex bias in their programs and to serve as models for other units in their geographic areas.

Inservice teacher training was identified as a key factor in reducing sex bias. Local agencies were invited to nominate one person to participate in a sex discrimination awareness training program. As a condition for selection, each participant agreed to conduct a similar program in their local unit during the following year. Forty-six individuals participated in the initial training and then recreated the course at their schools.

The format of the courses to be taught was left to the discretion of the local units; however, it was recommended that the maximum benefit would result from a 20-hour course extending over ten weeks. These courses were available to the whole school, not limited to occupational

educators, and all participants were required to develop strategies to extend the concern for sex bias to their colleagues.

Results: The inservice training technique was successful in most cases. It was also successful as a technique for systemic change in North Carolina since credit was given for teaching certificate renewal.

Throughout the project several peripheral activities also occurred. These activities included statewide workshops for guidance counselors as a forum for discussion of non-sexist procedures and meetings with local employers, community groups, parents, and PTA's to stimulate interest and concern and obtain support for the project.

Comments: The New Pioneers Project was funded through July, 1976.

At that time, it was the most widely recognized project to eliminate sex bias in vocational education in the country. The strengths of the project were the focus on networking and linkages and the focus on using the system to change the system. The major weaknesses were the lack of structure and the lack of emphasis on evaluation. It is difficult to determine the specific results of the project.

Title: Eradicating Sexism in Vocational Education: Final Report

Location: Williamsport, Pennsylvania

Purpose: The purpose of this project was to assess the nature and extent of sex role stereotyping in the Williamsport Area Community College.

Target Group: Administrators in post secondary vocational education institutions.

Change Strategy: A variety of change strategies were used, including an institutional self assessment, an assessment of counseling strategies and techniques, a review of all instructional materials, and inservice workshops for all instructional and counseling personnel.

Project Summary: There were three primary objectives for the project:

1. To conduct an institutional self assessment to determine the extent to which the college contributes to sex stereotyping in counseling and institutional activities,
2. To assess the counseling, instructional, and career related materials used by the college to determine the extent that material contributes to sex stereotyping, and,
3. To conduct inservice seminars for instructional and counseling personnel on various aspects of sexism and on ways to reduce or eliminate real or artificial barriers.

As a part of the institutional self assessment, each Division of the college was reviewed. The review procedures included the following:

- 1) using a detection guide to assess written material on each Division (e.g., the catalogue), 2) using a detection guide to review the textbooks

used in each class, 3) interviewing Division Directors about program content, opinions, problems facing students in non-traditional career training, etc., 4) assessing the sex role attitudes of all faculty members and a sample of students with an attitude survey, and 5) touring the physical plant of each Division to determine possible problems related to non-traditional career training procedures. The career counseling program was also included in the assessment. This part of the assessment included an interview with the director and four 1½-2 hour workshops. The main theme of the workshops was identifying sexism and resources for eliminating sexism. In addition, a sample of the written material used by the counselors was reviewed with the detection guide.

Two products were developed as a result of this project. First, the background information on sex stereotyping and bias in vocational education and the labor market was compiled. Second, an attitudinal survey of sex stereotyped beliefs was developed. This survey was administered to all of the faculty and to a sample of students. In addition, administration-type workshops on sex role stereotyping for guidance personnel were developed.

Results: The project had the following general outcome:

1. Background information on sex stereotyping and sex bias in vocational education and the labor market was compiled,
2. A written guide to detect sex stereotypes and sex bias in written materials was effectively utilized.

3. An attitudinal survey designed to determine the extent of sex stereotyped beliefs held was developed, administered, and analyzed, and
4. Each academic division was reviewed to determine the internal factors contributing to sex role stereotyping.

The specific results were as follows:

1. Most of the textbooks in use assumed students would be of the sex traditionally associated with a particular field,
2. Most of the administrators were male,
3. Male faculty members earned more than female faculty members, and,
4. Program brochures contained messages and images conforming to traditional classification of occupations along sex stereotypical lines.

Comments: The literature review included in this project contains a good discussion on the difference between sex bias and sex discrimination. Extensive recommendations are made in the areas of student recruitment staff development, and attitude change.

Title: Equal Vocational Opportunity

Location: Nashville, Tenn.

Purpose: This learning module was designed to help vocational instruction recognize sexist and non-sexist behavior.

Target Group: Vocational instructors

Change Strategy: The change strategy is the learning module

Project Summary: This learning module has the following objectives:

1. To answer questions concerning both male and female participation in the work force,
2. To answer questions concerning Title IX,
3. To correctly identify examples of sexist and non-sexist behavior, and
4. To identify strategies to promote sex equity.

This learning module includes a rationale, objectives, prerequisites, tests for each of the four sections, and a post-test. Section I discusses male/female participation in the labor force, female/male enrollments in vocational education, and the relationship between areas for which students are training and occupations in which men and women are employed. Section II summarizes the major legislation which aims for equal opportunity for female/male students and men/women employees in vocational education. Section III differentiates between behavior which is discriminatory, sex biased, sex fair, and sex affirmative. Section IV suggests strategies the instructor can use to promote sex equity. This last section includes a checklist of sex-fair teaching behaviors and a values questionnaire for students, suggests providing time for students to discuss the advantages of being female or male in America, provides information on the changing

occupational roles of men and women, suggests how to use biased and stereotyped textbooks, and gives guidelines for evaluating textbooks formerly for one sex. The appendix provides further discussion on legislation which addresses equal opportunity in education and employment.

Results: No results were reported.

Comments: This learning module appears thorough. Plans for disseminating the module and monitoring its use were not discussed.

Title: Stamp Out Sexism: A Texas Awareness Project

Location: Austin, Texas

Purpose: The purpose of this project was to help vocational educators become aware of evidence of sex bias and stereotyping in materials and resources they may use in their classrooms and to help them identify their own biases and stereotypical attitudes and behaviors.

Target Group: Home economics teachers, vocational counselors and administrators.

Change Strategy: The strategy of change for this project involved the creation of sex role stereotyping and sex bias awareness in vocational educators through the use of workshops.

Project Summary: This project consisted of two phases. Phase I involved the development of a model to create awareness of sex bias and sex role stereotyping in vocational education, and included the designing of activities, materials and instruments to be used in the workshop, conducting of a pilot study of the workshop materials, activities and instruments, and recruiting teachers to serve as facilitators for other inservice workshops.

Phase II involved the implementation of the model developed in Phase I. Due to favorable results from Phase I, it was decided that the project should be expanded to include a larger number of participants. Thus, Phase II, a study to determine the effectiveness of the program and materials, was extended to include all home economics teachers in the

state of Texas. An essential part of the project included determining the current sexist teacher behaviors and practices, the steps teachers planned to take toward eliminating sexism, and the changes in the degree of awareness of sex bias and sex stereotyping on the part of the Texas vocational homemaking teachers as indicated by the three assessment instruments developed in Phase I and the Bem Sex Role Inventory.

The pilot study for the project on Phase II consisted of all persons attending the area inservice meetings for home economics. Data were collected at each of the inservice sessions with the following instruments: Information Sheet - a checklist of demographic information; Sexism Awareness Instrument (SAI) - a narrative of one school day in the life of a vocational homemaking teacher; Current Behavior Practices Questionnaire (CBPQ) - a listing of sexist teacher behavior and practices. Personal Commitment Sheet - an open-ended instrument which gave participants an opportunity to list the steps they planned to take toward eliminating sexism; What Do You Think? - a workshop evaluation including closed-ended and open-ended questions. Bem Sex Role Inventory - to determine the androgyny score of the participants.

Results: Results of the study revealed that there was a significant difference on pre and post administrations of the Sex Awareness Inventory (SAI). Also, it was found that as the non-sexist score on the Current Behavior Practices Questionnaire increased the total number of personal commitments increased. Differences were found in scores of males and females on the pre- post comparisons of the

Sex Awareness Inventory, Current Behavior Practices Questionnaire, and commitment total. Results of the Sex Awareness Inventory indicated that females and teachers were more aware of sexist practices than were males and vocational counselors.

Comments: This project involved a well-designed data collection process and a well formulated data analysis. In addition an adequate description was offered concerning the development and field testing of the model. Overall, this project appears to be a valuable contribution to the elimination of sex bias and sex role stereotyping in vocational education.

Title: Project EVE-Equal Vocational Education

Location: Houston, Texas

Purpose: The objective of this project was to develop a model that would enable school districts to increase and maintain female enrollment in male intensive vocational programs. More specifically, the goal was "to insure that all female students are fully informed of opportunities available to them through vocational education and are free to pursue their area of interest."

Target Group: All female students enrolled in high schools offering vocational courses.

Change Strategy: The change strategies utilized in this program were basically that of 1) recreating the image of vocational education so that students, teachers and parents see it as a viable alternative to the traditional academic courses of study, 2) providing female students information concerning the world of work and the wide variety of choices available to them to enable them to make informed decisions concerning their future, and 3) recruiting females into nontraditional vocational programs and monitoring their progress in order to provide services to enhance their experiences.

Project Summary: Project EVE was conducted in a demonstration high school which had traditionally male vocational courses---these courses had no females enrolled. An advisory committee, consisting of parents, administrators, teachers, community leaders, and members of community industry, was set up. Students were informed of the opportunities available in vocational courses through tours of vocational programs, tours of actual job sites,

speakers from industry, an open house for parents, and a slide presentation depicting women in skilled jobs ("All about EVE"). For comparison, a control high school was used in which questionnaires were given out as in the demonstration school. These questionnaires were designed to determine the vocational knowledge and attitudes of the students. Interested students from the demonstration school were interviewed to ascertain seriousness of considering job training in one of these programs. Six girls, chosen to enter the program, were monitored in classes by members of the project staff and in weekly meetings in which problems they may have encountered were discussed. A posttest was administered to the students in both the demonstration high school and the control high school to assist in program evaluation.

Results: Of the six girls who participated in the program in the demonstration high school, all but one girl passed the vocational course. Two of the girls did exceptionally well. The pre- and post-questionnaires indicated that the information was absorbed by the students.

In addition, it was found that there was an increased enrollment in these vocational courses when a retrospective study was done a few months later. In fact, in nine other high schools where the presentations were made there was an increased female enrollment in the traditionally male vocational courses.

During the first year of the project, teachers expressed positive feelings towards classes. All of the school counselors were supportive and cooperative yet they reported that they spent a great deal of time on paperwork. Many of the parents were reported to have expressed support

and great enthusiasm for the project. Community support was also evident.

Comments: Since the completion of EVE many projects have utilized their assessment instruments and techniques (e.g., film) and some have almost replicated their procedures and design. This alone speaks for the exportability of the project. In general Project EVE was a well organized and implemented program.

Title: Training of Child Care Providers to Use a Nonsexist Approach to Child Development

Location: San Antonio, Texas

Purpose: The purpose of this study was to determine the effectiveness of a training program for child care providers to use a non-sexist approach to child development. Participants for the study were randomly selected from students enrolled in child development and psychology courses. This study focused on comparisons of students' attitudes toward women, as measured by an attitude scale.

Target Group: Child Care providers

Change Strategy: The strategy of change used in this project was that of inservice workshops and curriculum development. A non-sexist approach to child development was designed and then its effectiveness was evaluated by training child care providers (students) and faculty and staff members (through inservice). Changes in attitudes which were assessed with the Spence-Helmreich-Stapp Attitudes Toward Women Scale.

Program Summary: This project was undertaken to identify and facilitate the elimination of sex bias and sex role stereotyping in a vocational training program. The project objectives were as follows:

- 1) To provide inservice training for eight faculty and staff members in the use of a nonsexist approach to teacher training,
- 2) To training 375 child care providers (students) to use a nonsexist approach to child development, and
- 3) To develop a model program of nonsexist curriculum development.

A comparative study was conducted to identify and measure changes in student attitudes concerning sex bias and sex role stereotyping, so as to evaluate the effectiveness of the training program. Experimental and control groups were used to determine the effects of the intervention. The experimental group consisted of 375 child development students, and the control group consisted of 738 students from introductory psychology courses. The Attitudes Toward Women Scale was used as a pretest and posttest instrument.

The project involved the following three phases:

1. In-service training- the purposes of the training were to acquaint the department personnel with the theoretical basis and practical implications of nonsexist curriculum development and to facilitate the coordination of students' classroom and practicum experience in the Child Development Training Center,

2. Training of Child Care Providers - The training of child care providers to use a nonsexist approach to child development included classroom instruction and practical experiences in methods, techniques, and procedures to overcome sex role stereotyping in educational programs for young children, and

3. Model Program - the acquisition and evaluation of education materials including children's books, toys, games, dolls, climbing and physical equipment, films, filmstrips, posters and photographs which were used to facilitate a nonsexist curriculum for young children.

Results: There were no differences between the experimental and control groups on the Attitudes Toward Women Scale. However, students in the training program made significant gains on the attitude scale.

The results indicated that the training program was effective in changing students attitudes concerning sex role stereotyping and sex bias.

Comments: This kind of sex equity project is important, because it is providing for nonsexist education of young children through the training of child care providers. Research in the area of sex role stereotyping has indicated that children begin stereotyping at a very early age. Thus, it is these early ingrained attitudes that form the basis for the later development of sex bias, stereotyping and discrimination.

The procedures of this project were thoroughly explained as were the results and statistical analysis.

Title: Policies of the State Board for Vocational Education with Respect to Sex Bias and Sex Stereotyping.

Location: Richmond, Virginia

Purpose: The purpose of these policies is to increase the awareness of vocational educations regarding sex bias and sex stereotyping.

Target Group: Vocational Educators

Change Strategy: These policies related to vocational sex equity have been communicated through the State Vocational Plan and through large-group presentations, workshops, and inservice sessions.

Project Summary: The policies were disseminated through the procedures mentioned above.

Results: There has been no assessment of the effectiveness of these policies state wide.

Comments: The dissemination of these policies does not constitute a project; however, it does describe the attempt of the Commonwealth of Virginia to address the issues of sex bias and sex stereotyping.

Title: West Virginia Vocational Education Sex Equity Program

Location: Charleston, West Virginia

Purpose: The purpose of this guide is to disseminate activities and suggestions which have been found effective in eliminating sex bias and sex role stereotyping.

Target Group: Administrators, teachers, and counselors

Change Strategy: The change strategy utilized in the dissemination of information through written material.

Project Summary: This guide includes suggestions and activities which may be implemented in vocational and academic programs by administrators, teachers, and counselors interested in eliminating sex bias and sex role stereotyping. It is divided into three areas: instructional, administrative and counseling. Each activity included has been successfully implemented.

Results: Because this is not a formal project, there are no specific results.

Comments: This guide is a useful resource of activities designed to address sex bias and sex role stereotyping.